Artful Tales Experience

INFORMATION
AND RELATED ACTIVITIES

The i.d.e.a. Museum inspires children of all ages to experience their world differently through art, creativity and imagination.
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Thank you for scheduling your group for the *Artful Tales Experience* at the i.d.e.a. Museum! The materials included in this packet were designed to enhance your museum experience by providing suggested pre-visit activities, follow-up reinforcement, and logistics for your visit.

Please share these materials with all teachers/chaperones in your group. Materials can also be downloaded from our website at [www.ideamuseum.org](http://www.ideamuseum.org).

**ARTFUL TALES EXPERIENCE: PROGRAM DESCRIPTION**

- Plan to arrive at least 5-10 minutes before your scheduled time.

  **IMPT: POLICY CHANGE** To maintain the health and cleanliness of the ArtVille gallery for our visitors, we have implemented a “socks only” policy. Every person who enters the ArtVille gallery must wear socks (including children and adults). Please plan accordingly with your group as they will need to wear socks to enter the space and participate in this program.

- A museum staff person will greet your group in the lobby of the museum. He or she will discuss museum guidelines and will provide a general overview of the program.

- We require one chaperone to be present with each group of 10 children. Two adults per group of 10 students are preferred.

- We suggest that you provide your students with nametags for easy identification during their time here at the museum.

- Plan to spend at least 2 hours at the museum. The directed classroom portion of the program will run approximately 60 minutes and the group will then have approximately 45-60 minutes of self-guided exploration time in the Whiteman Family Exhibition Gallery, HUB and ArtVille.

- Before your group visits the galleries, we suggest dividing them up into smaller groups of approximately 5-10 children with at least one chaperone per group. The chaperones will be responsible for supervising their group in the galleries.

- All teachers/group leaders will receive a program evaluation form in a postage-paid envelope. We hope that you take advantage of this opportunity to provide us with important feedback on your museum visit.

- Teachers/group leaders will be provided with a container to carry student artwork.
• Please remind members of your group that photography is not permitted in areas that contain artwork. However, photos can be taken in the activity areas.

• If your group is eating here at the museum, lunches and drinks, including water, will be placed on a cart and left near the atrium area.

• A late arrival may result in a modified program experience. If you have an emergency and anticipate being late, please call 480.644.4332.

PREPARING YOUR GROUP FOR A MUSEUM VISIT

The i.d.e.a. Museum introduces children to the visual excitement and cultural enrichment provided by the fine arts. Our environment is especially designed to spark the imagination, stimulate the mind, and captivate the eye. A visit to the museum is alive with opportunities for creative expression.

Our group visit programs are educational, interactive experiences that are designed to support our mission by inspiring a lifelong appreciation of art, creativity and learning. The inquiry-based program and related gallery activities promote critical thinking skills and connect elements of art, science, math, language arts, and technology. Program content and activities provide students with an insight into the theme of our current exhibition, while also addressing numerous Arizona Early Learning Curriculum Standards.

Preparing students for a visit to the museum can make a significant difference in the quality of their learning experience. The following information is provided to aid you in the preparation for your museum experience. Ask your students the following questions to get them thinking about their museum visit:

• Has anyone ever visited a museum before? Where? What did you see?
• What is an art museum?
• What kinds of things do you expect to see?
• How do people talk, move, and behave in a museum setting?
MUSEUM MANNERS

- To protect the artwork for future generations, we require that students refrain from touching the artwork. The oils and perspiration on a single human finger (even a clean finger) can eventually deteriorate a work of art.

- To be respectful of other museum visitors, students should always use “indoor voices” while in the museum. While program participation is strongly encouraged, students should also remember to listen to museum staff and their fellow students at the appropriate times.

- To prevent students from accidentally damaging artwork or hurting other visitors, “walking feet” are required in all museum areas.

- Students should stay with their group at all times.

- Please leave all food, drinks, gum, etc., outside the museum. Lunches and/or water bottles can be left at the front desk, if necessary.

CHAPERONES: WE LOVE CHAPERONES!

- Chaperones play an important part in making a group’s visit to the museum a safe, enjoyable experience and an educational success.

- Please prepare all chaperones who will accompany your group on your visit. Chaperones are required to remain with the group for the entire visit. A chaperone’s interest and attention add to the students’ program experience.

- Chaperones and teachers are responsible for managing the group’s behavior, keeping the group together, and attending to special needs of the students.

- The students in the group will model a chaperone’s behavior in the museum. Please be sure that your chaperones are aware of all museum guidelines and manners/etiquette, so that they may serve as an example for the students to follow.

- We ask that chaperones refrain from bringing younger children (siblings) with them so they may give full attention to the needs of the students.

- REMEMBER: Chaperones must wear socks in the ArtVille gallery too!
EXHIBITION INFORMATION

The i.d.e.a. Museum has several galleries for visitors to enjoy.

**HUB**

The HUB is a gallery with different interactive areas to trigger your imagination and let your creativity loose. Create an artwork from recycled materials or design an item for our atrium. Soundscape encourages body movement to explore underwater sounds, and Rigamajig challenges you to build a one-of-a-kind contraption. Don’t forget to drop everything and doodle or create a masterpiece in iArt. Our Tech Table will elicit giggles if you choose to play its games.

**ArtVille**

More than just a “play space,” ArtVille is an eclectic, engaging environment designed with the unique requirements of those 4 years of age and younger. Young crawlers to curious toddlers will keep busy in a town built to cultivate awareness of color, line, shape and texture. Larger-than-life crayons, paintbrushes and glitter glue can be found at every corner — emphasizing the town philosophy of artistic exploration.

**Whiteman Family Exhibition Gallery**

Changing exhibition gallery currently featuring:

*The Art of Healthy Living*

September 29, 2017 – January 21, 2018

Get ready for an art experience for your mind and body. The i.d.e.a. Museum’s fall exhibition, *The Art of Healthy Living*, takes guests on a visual journey that explores nutrition, exercise, mindfulness and overall wellness. Art, hands-on activities and movement stations will explore topics such as physical fitness, nourishment of both body and mind, creativity, and meditation.

Exhibition activities align with the Association of Children’s Museums "Let's Move" campaign.
ARTFUL TALES EXPERIENCE

The Artful Tales Experience is an art and literacy program designed especially for preschool-age children (3-5 years). This program is designed for organized early childhood groups including daycare, preschool, homeschool groups, and other similar groups. The program includes 60 minutes in a classroom for a private story time led by one of our trained Gallery Educators/Volunteer Docents and a hands-on art activity that is based on the theme of the book. The group will have an opportunity to visit the museum and have free exploration time in ArtVille, the HUB, and the Whiteman Family Exhibition Gallery featuring the exhibition, The Art of Healthy Living.

Program Themes/Learning Goals:

- Through storytelling, art-making and imaginative play, children will develop pre-reading skills, language and vocabulary development, critical thinking skills, creative expression, and exposure to basic art concepts.
- By exploring a variety of art materials and techniques, children will experiment with pattern, shape and color, develop gross and fine-motor abilities, and improve problem solving skills.
- While exploring the galleries, children will be able to have a first-time experience with artwork and the museum environment. Exhibition activities and interactives will provide children with an avenue for looking at and discussing works of art.
- The program will demonstrate to teachers how to use the museum environment as a teaching tool to extend and build upon their own curriculum.

The Program

Numerous Arizona Early Learning Standards will be met because of this experience. A detailed list of the standards is listed on pages 16-17 of this packet.

Book Description

Carrot Soup
John Segal

Rabbit, a very organized animal, loves springtime and loves carrot soup. He spends the long winter planning his garden. Then he plows and plants, waters and weeds, and waits. Finally, it’s time to harvest, but when he goes to pick the carrots, they are all gone. He frantically questions all the animals he knows, but not one admits to liking carrots. "Discouraged and disappointed, Rabbit went home," where he discovered a wonderful surprise. The clues are in Segal’s stylized pencil and watercolor pictures, and observant children won't have any trouble determining where the carrots went. The delicate springtime greens and browns used in the background contrast nicely with Rabbit’s comically expressive face. A recipe for carrot soup provides an appetizing finish.

(Connie Fletcher, Copyright © American Library Association. All rights reserved)
**Art-Making Activity**

**Title: Playful Planting Pots**

Using various colored and textured paper squares and fun embellishments, students will decorate a papier mache flower pot. Students will get to choose their own materials, practice gluing, and have fun mixing and matching colors. Add a name stick plant marker to get your planting pot ready for a seed in the Atrium Activity.

**Materials:**
- Pre-cut paper & fabric squares
- Glue & Brushes, glue dots
- Papier Mache flower pots
- Embellishment Jewels
- Colored Craft Sticks, markers

**Outdoor Atrium Activity**

Students will experience some movement + music activities in the atrium. These activities will require the assistance of teachers and chaperones.

- Carrot Scavenger Hunt
- Seed Planting—After a quick discussion of what plants need (soil, sun, air, water), students will plant a sunflower seed in a cup to add to their planting pot.
- We’ll listen to songs of gardening and growing, and do some fingerplays and action songs about seeds.

**A Little Seed** (to the tune of “I’m a Little Teapot”)

A little seed I plant in the ground,

(put/pat a “seed” into the “ground”)

A little rain comes sprinkling down,

(wiggle fingers down to the ground)

A little sun comes shining through,

(form a circle “sun” above head with arms)

I pick a flower just for you!

(pick a “flower” and hold it out in front of you)

(From Little Hands Fingerplays & Action Songs: Seasonal Rhymes & Creative Play for 2- to 6-Year-Olds, by Emily Stetson & Vicky Congdon)
**Gallery Experience**

Teachers and chaperones are encouraged to take students through the exhibition gallery to complete their museum experience. Staff and/or chaperones can use the following suggestions to motivate students to look at and experience artwork and activities in the exhibition.

- Take students through the *Art of Healthy Living* exhibition. Give students the opportunity to look at the artwork on display. Refer to the examples of artwork shown during story time and ask them to locate those artworks in the gallery. Challenge students to find artwork that features healthy lifestyle choices that they would enjoy, and to discover their favorite pieces.

- Educator staff will give teachers and/or chaperones a copy of the Gallery Guide and illustrate how to go through the stops with their students. They will explain how the guide is used to encourage students to look at and discuss the artwork on display.

*Page 10 is a journal template for students to closely observe their seeds’ growth and record their observations. Please, encourage your students to **draw**, measure and **describe** what they notice as their seed changes.*

- **= Color in if watered that day.**
- **= Sun/light conditions**
- **= Health of plant (yellow, green, etc.)**
Extension Activity

The following activity has been designed to extend your students’ learning and creativity after they visit the i.d.e.a. Museum.

**Activity:** Community Carrot Soup Celebration

**Objectives:** Students will learn about the ingredients of their food and then work together to plan and prepare Rabbit’s Favorite Carrot Soup. They will experience cooperation, community, patience, planning, and fun.

**Variations:** Students can do this as an Imaginative Play activity, or as an Authentic Cooking experience. Either way, engaged adult interaction is preferred. **However, adult supervision and assistance is required when kids are cooking.** Remember, Rabbit had lots of friends helping with all the preparations and cooking. And, then they celebrated together!

**Materials:**
- If doing as an Imaginative Play activity, choose realistic toy food and tools, but add as many kid-sized actual items (spoons, bowls, aprons, etc.) as possible.
- If doing as an Authentic Cooking experience, you’ll need the actual ingredients.
- Have the students gather or bring in the supplies to make this a cooperative activity.
- Recipe for Rabbit’s Favorite Carrot Soup (included, from back of the book)
- Ingredients & tools for making the soup (play food, or actual ingredients)
- Invitation to contribute an ingredient (included)
- An appropriate work area/kitchen area with adult help and kid-friendly tools
- Any party supplies you may want to make the occasion festive

**Method:**
1. Discuss healthy food choices, favorite fruits and vegetables, and the fun things that were done with the food in the art at the museum. Remember these works of art? What are your favorite fruits and vegetables? Which did the artists use? Could you use these works of art to “eat the rainbow”?

*Octopus, Stephan Brusche*  
*Pepperpion, Vanessa Dualib*  
*Rim, Enrique Klause*
2. Continue the discussion to include how food grows and where it comes from. What will our plants need to grow into sunflowers (air, water, soil, sun, patience)?

You may also want to talk about local food sources available. The following information is from the museum’s Farmer’s Market label.

What does it mean to eat local?

Eating local means that you buy and eat foods that are produced in the area where you live. Local foods do not have to travel long distances to get to your plate. Local foods can be purchased at farmer’s markets or other stores in your area.

Why eat local?

Anytime you eat food grown near where you live, there are several benefits:

- Your food is fresher because it had to travel a shorter distance to get to you. This means it hasn’t spent lots of time in storage and transit, and it was picked when it was ripe.
- More money stays in our community because the food was grown, picked, and transported by people who live in our community.
- We conserve water when we choose foods that grow well in our very dry climate, rather than food that requires much more water to survive the heat and sun of the Sonoran Desert.

Where Can I Find Arizona-Grown Food?

- Go to a farmers’ market. There are many around the Valley, including:
  - Downtown Mesa Festival of the Arts – every other Saturday from October through April, and includes several local food vendors and art booths
  - Gilbert Farmers Market – every Saturday morning
  - Chandler Farmers Market – Thursday afternoons from October through April
  - Ahwatukee Farmers Market – every Sunday morning
  - Phoenix Public Market – every Saturday morning
- Join a CSA – Community Supported Agriculture – and get a box of fresh vegetables and fruits on a weekly basis. Several local farms have CSA programs, including:
  - Crooked Sky Farms
  - The Farm at Agritopia
  - Blue Sky Organic Farms
  - Gila Farm Cooperative
  - Maya’s Farm
- Grow your own garden!
  - You can obtain seeds for native Arizona crops at Native Seeds/SEARCH: [http://www.nativeseeds.org/](http://www.nativeseeds.org/)
Method, continued:

3. Optional: Have a market shopping or vegetable sorting activity to help reinforce this information.

4. Using Rabbit’s recipe (or any other your class may choose), plan a party. What will we need to make our soup? What will we need to eat it? What jobs will everyone do? What jobs will we need adults to help with? When will we make the soup? How much should we make? What will it taste like?

5. Invite the students and their families to contribute the ingredients needed for the soup. Assign each student an ingredient. (Use the included invitation if desired, and allow the students to contribute to the request that goes home.) If it is more reasonable, have the students “shop” for these ingredients from amongst the play food and toys. Or, better yet, allow the students to create the ingredients themselves using Model Magic, pipe cleaners, or other art supplies.

6. On the designated day, follow the recipe. Everyone contributes and helps, and your community enjoys a healthful meal together. (Remember, adult assistance will be required.)

*Literacy Connection: Read the book Stone Soup, or one of its variations, like:

--Fox Tale Soup, Tony Bonning

--Stone Soup: An Old Tale, Marcia Brown

--Stone Soup, John J. Muth

Stella Saurous, Dana Smith
RABBIT'S FAVORITE CARROT SOUP
(Rabbit says, "Be sure to have a grown-up help you make this soup!")

2 pounds carrots—washed, peeled, and shredded
4 14-ounce cans chicken broth
2 stalks celery, chopped
1 large onion, chopped
1/4 cup butter
salt and pepper
5 sprigs fresh dill or parsley, minced

1. Sauté the onion and celery in butter in a large covered pot until tender. Add the shredded carrots and chicken broth. Bring to a boil.
2. Reduce heat and simmer with the pot covered for about a half hour.
3. Let cool slightly. Puree the mixture in a blender or food processor until smooth.
4. Add salt and pepper to taste. Add dill or parsley. Serve.

Serves 10. From Carrot Soup, John Segal
Delicious!

We're making carrot soup. I can help!

A drawing of my ingredient
ARIZONA EARLY LEARNING STANDARDS - CURRICULUM CONNECTIONS

The Artful Tales Experience program along with the museum’s exhibition and galleries are designed to connect to several Arizona State Early Learning Standards, as outlined below:

Social Emotional Standard
Strand 1: Self
Concept 2: Recognizes and Expresses Feelings - The child recognizes and expresses feelings of self and others.
Concept 3: Self-Regulation - The child manages the expression of feelings, thoughts, impulses and behaviors.

Approaches to Learning Standard
Strand 2: Attentiveness and Persistence
Concept 1: Attentiveness - The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions.
Strand 4: Creativity
Concept 1: Creativity - The child demonstrates the ability to express their own unique way of seeing the world.

Language and Literacy Standards
Strand 1: Language
Concept 1: Receptive Language Understanding - The child demonstrates understanding of directions, stories, and conversations.
Concept 2: Expressive Language and Communication Skills - The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.
Concept 3: Vocabulary - The child understands and uses increasingly complex vocabulary.
Strand 2: Emergent Literacy
Concept 1: Concepts of Print - The child knows that print carries messages.
Concept 2: Book Handling Skills - The child demonstrates how to handle books appropriately and with care.
Concept 5: Comprehension - The child shows an interest in books and comprehends books read aloud with increasing text complexity.

Mathematics Standard
Strand 4: Geometry
Concept 2: Shapes - The child recognizes names and describes common shapes and their properties.
Science Standard
Strand 1: Inquiry and Application
Concept 1: Exploration, Observations, and Hypotheses - The child asks questions and makes predictions while exploring and observing in the environment.

Physical and Motor Development Standard
Strand 1: Physical and Motor Development
Concept 1: Gross Motor Development - The child moves with balance, control and coordination.
Concept 2: Fine Motor Development - The child uses fingers, hands and wrists to manipulate tools and materials.

Strand 2: Health
Concept 1: Personal Health and Hygiene Practices - Child demonstrates knowledge of personal health practices, routines, and understands the functions of body parts.

Fine Arts Standard
Strand 1: Visual Arts
Concept 1: Creates and Understands Visual Arts - The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.

Strand 2: Music and Creative Movement
Concept 1: Creates and Understands Music, Movement and Dance - The child uses a wide variety of instruments, movements, techniques and music to explore and create.
**Suggested Books**

A selection of books that are featured in the *Art of Healthy Living* exhibition and used for related programming. The following books can complement classroom curriculum related to the study of heroes.

- **My Daddy is a Pretzel: Yoga for Parents and Kids**, by Baron Baptiste
- **How Did That Get in My Lunchbox?: The Story of Food**, by Chris Butterworth
- **From Head to Toe**, by Eric Carle
- **Pete the Cat and the Bad Banana**, by James Dean
- **Lunch**, by Denise Fleming
- **A Handful of Quiet: Happiness in four Pebbles**, by Thich Nhat Hanh
- **Peaceful Piggy Meditation**, by Kerry Lee MacLean
- **Oh, the Things You Can Do That Are Good for You!**, by Tish Rabe
- **Good Enough to Eat: A Kid’s Guide to Food and Nutrition**, by Lizzy Rockwell
- **Little Pea**, by Amy Krouse Rosenthal
- **Yoga Bunny**, by Brian Russo
- **Carrot Soup**, by John Segal
- **Gregory, The Terrible Eater**, by Mitchell Sharmat
- **What Happens to a Hamburger?**, by Paul Showers
- **Miss Fox’s Class Shapes Up**, by Eileen Spenelli
- **Germs Are Not for Sharing**, by Elizabeth Verdick
- **Spunky Little Monkey**, by Bill Martin, Jr. and Michael Sampson